

Assessment Plan for Co-Curricular Programs

This form is used to succinctly capture the assessment plan of a co-curricular program. A good assessment plan contains measurable student learning outcomes resulting from the learning activities/experiences provided by the co-curricular program, as well as explicitly stated measures with criteria for success.

1. Program Name *

University Ministry: Service Immersion

2. Program Director *

Erin McDonald, CSJ University Minister for Service and Justice

3. Program Director's Email *

mcdonaej@udmercy.edu

4. Date *

7/29/2020



5. Program Description

Provide a brief description of the co-curricular program. Be sure to state how the program reinforces Detroit Mercy's mission and values, and complements the formal curriculum. *

The Detroit Mercy Service Immersion program offers students the opportunity to participate in service immersion trips centered around service and learning. Each trip has a different focus that encompasses a social justice issue of that region. The service immersion trips are offered over the winter break, spring break, and in April/May after classes conclude.

6. Student Learning Outcome #1

Please enter a student learning outcome for the co-curricular program. See example shared in #15 below. *

SLO#1 Students will share prayer and reflection together to develop deeper self-awareness, relationship with God, and to discern how their gifts are to be used in service to the world.

7. Measures for Student Learning Outcome #1

Describe how student learning outcome #1 will be measured. What is the desired level of success?

See example shared in #16 below. *

Based on responses to a post-trip reflection form, students are expected to attribute the service immersion experience as helping them to increase their connection with at least one of the four pillars: simplicity, social justice, solidarity, or spirituality. Spirituality – We will spend time engaging with our experiences wholeheartedly, reflecting together, and allowing silence in and listening to where God is guiding us. We will share prayer together and do evening theological reflection together. Simplicity – Allows us to reconnect with what is essential, value relationships over things, and hear the voices of others, our inner-selves, and of God. Social Justice – Investigating and striving to correct the root causes of an injustice by asking why injustices occur and how we can do things differently. Solidarity – Our humanity depends on everyone else’s humanity. We are all connected and have a common responsibility for one another.

8. Student Learning Outcome #2

If applicable, please enter a second student learning outcome for the co-curricular program. See example shared in #15 below.

SLO#2: Students will increase their understanding of systemic injustice and the role of advocacy in creating a more inclusive and equitable society.

9. Measures for Student Learning Outcome #2

If applicable, describe how student learning outcome #2 will be measured. What is the desired level of success? See example shared in #16 below.

Based on responses to a post-trip reflection form, students are expected to attribute the service immersion experience and group reflection as helping them to increase their understanding of systemic injustice and the role of advocacy in creating a more inclusive and equitable society.

14. Briefly describe the assessment cycle for your program. See example shared in #17 below. *

Both outcomes are assessed annually.